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ABSTRACT

This document is a collection of the International Reading Association's first reports on the Right to Read effort. Five reports are included: report 1 discusses the basic principles of Right to Read, school and community based programs, administrators of the program, right to read states, special projects, technical assistance, emergency school aid act, materials development and dissemination, validation of programs, federal and nonfederal coordination, future directions, and state Right to Read coordinators; report 2 discusses using volunteers in the classroom to enable schools to individualize programs, volunteers and supplementary activities, volunteers and preschoolers, peer tutoring, recruitment of volunteers, the Denver bilingual approach for adults, and Operation Upgrade for Baton Rouge Adults, and it contains a report from Washington; report 3 looks at goals, staff development, exemplary programs, and references; report 4 discusses diagnostic-prescriptive (DP) teaching, Miami's Failure Prevention Center, reading in an average junior high school, and a successful DP program in a large high school; and report 5 discusses motivation in terms of setting the stage for learning, motivating experiences, and individualization to encourage motivation. (WR)

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IRA REPORTS ON

THE RIGHT TO READ EFFORT

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VOL. 1, NO. 3

A special report on the National Right To Read Effort published by the International Reading Association for education and community leaders interested in this important program.

The Diagnostic-Prescriptive Approach to Reading

This bulletin is the third special report about the National Right To Read Effort, prepared by the International Reading Association. This issue examines the growing use of the diagnostic-prescriptive approach to the teaching of reading in the classroom. We invite you to reproduce this material. Additional information about reading programs described may be obtained from the program directors listed as references. Information on the Right To Read Effort is available at Room 2131, 400 Maryland Ave., S.W., Washington, D.C. 20202.

WHAT IS DIAGNOSTIC-PRESCRIPTIVE (D/P) TEACHING?

This approach to the teaching of reading is a direct effort to enable teachers to provide each child with precisely what he needs to become a successful reader. Although D/P approaches are found in a variety of forms, the main thrust of the concept is to encourage continuous evaluation of reading strengths and weaknesses so that a program of specific skill development can be planned.

The core ideas of greater individualization, diagnostic testing, and specific goal-oriented prescriptions are being applied in many different types of reading systems throughout the country. But whether a school is using D/P with a language experience or basal reader system in open classrooms or traditional settings, certain elements are common to all successful applications.

* Data for *evaluation and diagnosis* is gathered by frequent administration of standardized tests, specifically designed measures, or by informal reading inventories.
* *Teachers know the sequence of important, specified skills* and use this knowledge to interpret test results and devise or choose material to encourage optimal skill development.
* Some degree of *individualization of instruction* is necessary to enable the teacher to fully capitalize on the information gained in the evaluation and diagnosis of each student's work.
* Careful *records are kept* of all tests and achievement so the teacher can accurately place students on the skills continuum and counsel them in setting goals and formulating work contracts.
* Almost all successful D/P schools recommend to us also excelled in *classroom management and materials and equipment usage.*

WHERE IS D/P TEACHING EFFECTIVE?

Schools with Right To Read grants and schools dependent on local or other federal funds have instituted successful applications of D/P teaching across the country. Sites noted in this issue have applied D/P procedures in situations that range from kindergarten and first grade failure prevention programs to senior high school efforts to aid individual students to read competently.

Costs of instituting D/P procedures vary greatly. Some schools, as in the Laconia, New Hampshire Memorial Junior High School noted in our second *Report*, have received Right To Read or other funds that have enabled them to equip special reading laboratories to which students can come for individual help or enrichment. Other schools pull together effective D/P systems at little cost. Teachers and a consultant in rural Madison, Virginia developed a viable program at minimal cost by employing a consultant and paying teachers to spend the summer consolidating and cataloging by skills all the teaching materials in use in the district.

Administrators at Madison and other elementary schools note that teachers who were wary of the change to D/P teaching and individualization later reported they were pleased to find that when the youngsters were occupied with independent learning activities fewer discipline problems developed. They also note that under the new procedures teacher time could be used to work with individual students or to participate in small group interaction. Madison's reading supervisor echoed other administrators, teachers, and specialists in regretting that standardized measures of achievement, frequently considered the primary criteria of success, fail to measure the responsible independence children develop in a well-managed, successful D/P classroom or laboratory.

Independent learning is an important part of the reading program at the LeConte Primary School in Berkeley, California.

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First grade teacher Alice McKinney, at the Early Childhood Preventive Curriculum Center in Miami, Florida, updates the prescriptive sheet based on recent post testing. New prescriptions are written as the child masters particular skills.

PREVENTING FIRST GRADE FAILURE

Miami's Failure Prevention Center

In Miami, Florida, the Early Childhood Preventive Curriculum Demonstration Center was organized by Dade County Public Schools with ESEA Title III funds to identify potential "losers" as they enter school and turn them into "winners" by the end of first grade.

Using a group administered, district-devised test that measures 40 language and pre-reading perceptual skills deemed necessary for entry into reading, the district selected students with the lowest scores to enter pilot classes at the failure prevention center.

At the center, pupils work with individual or small group prescribed activities, and their progress is monitored on a color-coded group profile sheet. They use learning materials chosen by the teacher from an extensive skill classified catalog, compiled by the teachers from all learning materials available in the district. Self-correcting, group phonic games, word tracking and skill cards, tachistoscopes and matching games were used to reinforce sounds and motivate the learning of new skills.

Miami reports that pilot class students read more effectively at the end of first grade than either the matched control classes or other "average" classes. The Miami program is available to any school interested in sending personnel to observe the center under the center's funding agreement with the U.S. Office of Education (USOE).

Individually Guided Education

State of New Jersey educators are attempting to replace first grade failure with success by seeking to identify deficits in pre-reading skills at the kindergarten level. The program, under development, is part of a statewide effort to institute the U.S. Office of Education's Individually Guided Education (IGE) in schools across New Jersey.

These schools are moving from traditional age-graded, self-contained classes to Multi-Unit School Components in which as many as 150 students, with an age span of 2 to 3 years, work in instructional units. A team of teachers continually evaluate and determine individual student instructional needs, pace, learning style, and motivation, and map out an individual educational plan for each child. The state plans to extend the effort to the upper grades.

Learning Kits and Centers

One of the many successful individualized D/P efforts is underway at the LeConte Primary School in Berkeley, California. District officials report that after just one year, both individual and class reading scores are on the upswing.

Principal Mrs. Betty Mason emphasizes that while D/P has helped poor readers in the school it also has enabled a significant number of brighter students to advance on their own. The school has a large group of average to low reading ability students and a group of higher achievers whose parents are affiliated with the University of California at Berkeley.

The LeConte skill specialists work in the "instructional retrieving room" to devise learning kits for teachers and assist with evaluations of criterion reference tests.

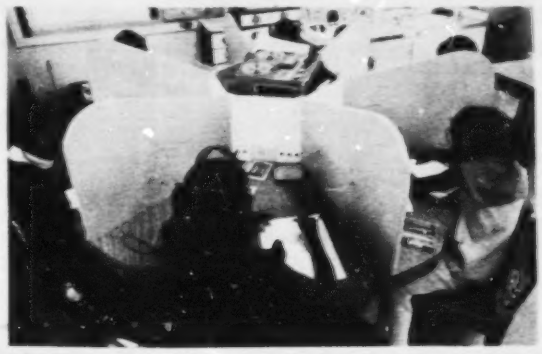
Classroom changes at LeConte include six Title I aides who work with students in the classrooms and three Title I skill specialists who work both in reading and math. At least four learning stations are in each classroom, Mrs. Mason says, and they include teacher-directed activities, skill reinforcement material, learning games, and a listening center. LeConte teachers also pooled available learning materials and texts to form the basis of the D/P system.

READING IN AN "AVERAGE" JUNIOR HIGH

The 800 students of Holgate Junior High School in Aberdeen, South Dakota are in the second year of a Right To Read redirection grant that has brought the first real reading emphasis to the school, according to Vice Principal William Schlosser, director of the effort.

Schlosser feels that the school was "a pretty typical" secondary school in which the only reading emphasis was incidental – a byproduct of a content teacher's lesson – until Right To Read. The student reading scores were average, with "half above and half below" grade level in reading achievement. Only a very small number of Holgate students have serious reading problems and quite a few read extremely well. Schlosser feels that Holgate's program has reached not only the below-grade-level reader with its special efforts, but the more accomplished reader as well.

Good readers who are not performing up to potential are urged to use the reading laboratory facilities and to sign up for interest activity sessions on reading improvement. At the beginning of last year, Schlosser



The Listening Center at the Early Childhood Preventive Curriculum Center in Miami, Florida, develops thinking, listening, and comprehension skills. Students listen to their teachers on the tape, follow in their books, then answer questions in their workbooks. They listen to the tape to make corrections on their own workbooks.

Holding a cardboard nest, first grade teacher Pat Parham introduces a new game. She explains that only cardboard pieces with pictures of objects that begin with "N" will fit in the designated spots on the nest. The Early Childhood Preventive Curriculum Center uses lions, turtles, clowns, and other aides to help students develop initial consonant skills.

says nine of the 7th grade students were reading at the 12.0 to 12.9 level. In the post-test at year's end, 28 students had attained that level of achievement.

A team of teachers at both the 7th and 8th grade levels provide most of the reading instruction. Students reading below grade level meet with these teachers in a time period equal to three normal class periods and are taught reading techniques as well as math, social studies, and English. They use supplementary, high interest-low vocabulary material such as those in the Scholastic Books collection. The students are diagnosed by the reading specialist and appropriate exercises are recommended and laboratory work scheduled as needed. The specialist works directly with students who need extensive remediation.

HIGH SCHOOL READING FAILURE MOVES FACULTY

A nagging reading problem came into sharp focus at the 3900 pupil Roosevelt High School in the Bronx, New York, when a student lost his cherished part-time supermarket job because his employers found he was unable to read well enough to assist in inventory. The student's desolation moved Principal Henry Saltman and his staff to rise to the challenge of insuring reading competence for all Roosevelt students.

Using district tax revenue funds, the staff rearranged and refurnished two existing classrooms to serve as an individualized D/P-skills center for students with particular difficulties in reading. Here students could find content area material presented at their reading level. Initially, programs included science and social studies with business education material to be added soon.

Roosevelt scheduled double reading classes so that one teacher could work with a large group while the other conferred with small groups or individuals. Peer "homework helpers" were hired in the skill centers, further individualizing instruction, and teachers were provided with a resource room stocked with current professional publications and reading material at district cost. Content area teachers observed reading classes and carried techniques back to their own classrooms.

Saltman praises his 179 teachers and their union for accepting wholeheartedly the increased work-load, schedule and philosophy changes that enabled Roosevelt's program to succeed.

REFERENCES

Lillian Haber, Early Childhood Preventive Curriculum Demonstration Center, ESEA Title III, 235 N.W. Third Ave., Miami, Florida 33128, Tel: 305-350-3712.

Anthony E. Conte, The New Jersey Dept. of Education, Office of Program Development, Div. of Research, Planning and Evaluation, 1000 Spruce Street, Trenton, New Jersey, 08638.

Betty G. Mason, LeConte Primary School, 2241 Russell, Berkeley, California, Tel: 415-845-5077.

William Schlosser, Aberdeen Public Schools, Holgate Junior High School, Aberdeen, South Dakota, Tel: 605-225-3504.

Henry Saltman, Roosevelt High School, 500 E. Fordham Rd., The Bronx, New York, Tel: 212-295-3600.

SOME USEFUL TOOLS

Although the term diagnostic-prescriptive teaching is relatively new, the concept of evaluating strengths and weaknesses is not and has been couched over the years in many different terms. The following publications deal with this important approach to the teaching of reading, although they may not refer to it as diagnostic-prescriptive teaching as such.

Cooper, Cooper, Roser, Harris, and Smith, *Decision Making for the Diagnostic Teacher: A Laboratory Manual* (New York, New York: Holt, Rinehart, & Winston).

Durr, William K., ed., *Reading Difficulties: Diagnosis, Correction, and Remediation* (Newark, Delaware: International Reading Association) 1970.

Goodman, Yetta and Carolyn Burke, *Reading Miscue Inventory* (New York, New York: MacMillan Co.) 1972.

Hackett, Marie, *Criterion Reading: Individualized Learning Management Systems* (New York, New York: Random House) 1971.

Leibert, Robert, ed., *Diagnostic Viewpoints in Reading* (Newark, Delaware: International Reading Association) 1971.

Johnson, Marjorie S. and Roy Kress, *Informal Reading Inventories* (Newark, Delaware: International Reading Association) 1965.

Strang, Ruth, *Reading Diagnosis and Remediation* (Newark, Delaware: International Reading Association) 1968.

Skills specialists work with classroom teachers in the instructional retrieving room at the LeConte Primary School, Berkeley, California. The specialists help teachers select materials for use in their classrooms.

FROM WASHINGTON

A prime emphasis in the National Right To Read Effort is placed on the role of the administrator. A viable reading program depends on the enthusiastic support and understanding of the principal and assistant principal. Their strong leadership and cooperation play a vital part in affecting a successful reading program.

In order to strengthen the leadership skills of administrators, Right To Read is sponsoring seminars for each of the principals and assistant principals in its funded programs aimed at sharpening educational and administrative skills. Grants were given to George Washington University, Washington, D.C.; Bank Street College, New York, New York; and the National Elementary and Secondary School Principals Association, Arlington, Virginia, to organize and conduct these seminars.

GEORGE WASHINGTON UNIVERSITY, responsible for Right To Read sites in small cities and towns, has been using a variety of approaches including technique sharing, individual conferences, group problem analysis, role-playing and topical discussions in its seminars. Responses by principals to a seminar evaluation instrument are being used to determine needs and problems for study in future seminars. Impact of the seminar content will be determined by principals as they self-evaluate the skills they gained that assisted them in implementing phases of their programs and tell what strategies of change they adapted.

New York's BANK STREET COLLEGE is following a similar format with principals of the Emergency School Assistance Act (ESAA) schools. This seminar series stresses maximizing implementation strategies and defining, developing, and utilizing leadership qualities that suit individual principals' needs and styles.

Principals were helped to discover their own competencies and to hone these self-discovered skills so they will be appropriate to the programs being developed in their schools.

Teacher needs assessment and inservice program design were stressed and channels of parent-teacher communication and techniques of developing parent and community involvement were emphasized.

The NATIONAL ELEMENTARY AND SECONDARY SCHOOL PRINCIPALS ASSOCIATION, in Arlington, Virginia, is aiming its seminar programs at principals responsible for Right To Read programs in big city districts throughout the nation. The role of the principal as an instructional leader will be explored during progressive workshops and on-site visits.

An important outcome of these seminars will be a manual for administrators composed of the various strategies and procedures discussed at the meetings. It will be made available to any administrator interested in improving his knowledge of reading programs and his leadership ability.

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The International Reading Association is a non-profit professional association for teachers, administrators, librarians, psychologists, parents and others interested in the improvement of reading and reading instruction. It has 55,000 members and subscribers in over 70 countries.

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IRA REPORTS ON

THE RIGHT TO READ EFFORT

SEPTEMBER 1973

A special report on the National Right To Read Effort published by the International Reading Association for education and community leaders interested in this important program.

This bulletin is the first in a series of special reports to be disseminated by the International Reading Association on the National Right To Read Effort. Initiated to fulfill a need for increased communication on successful programs in reading instruction, this report will focus on promising practices in school-based, community-based, and state programs throughout the United States. Such programs will focus on children and adults. Designed for education and community leaders, the report will present teaching practices which might be adapted by other schools or communities. We invite you to reproduce this material as you need it. Additional information on any of the reading programs described may be obtained from the program director named in the article.

HOW DO YOU USE VOLUNTEERS?

One of the big changes in the approach to teaching in the U.S. is the increasing use of volunteer classroom assistants. Schools across the country are finding volunteer aides a valuable source of help in teaching reading, lending support and back-up to professionals. These volunteers are used in many different ways and in many different types of programs. We asked several school systems with successful volunteer programs to highlight the key features of their programs.

VOLUNTEERS IN THE CLASSROOM— INDIVIDUALIZED PROGRAMS

A big asset in the use of community volunteers is their ability to enable a school to individualize its reading program. The ability of volunteers to offer one-to-one help goes a long way toward offsetting their lack of professional preparation for teaching. At the McKinley School, which is the oldest school in Parsons, Kansas, situated in a poor section of the city, the staff has initiated an individualized reading instruction program, with Right To Read funds, that includes planned needs for volunteer help.

Mrs. Margaret Newbanks, principal at McKinley, explains how teachers and volunteers work together to give each child maximum help with projects he selects from the staff-designed "self-selection" list of activities and exercises including work from Barnell-Loft, Programmed Reading, Scott Foresman Systems, Imperial Reading, SRA, Webster Classroom Clinic and library selections.

Volunteers have been trained to work directly with pupils and assist them with exercises, listen to them read, and provide adult encouragement. They also use reinforcement lessons to strengthen word-attack skills from the Wisconsin Design for Reading Skill Development that teachers use during instruction. The Wisconsin program was chosen after the staff studied several programs under the grant.

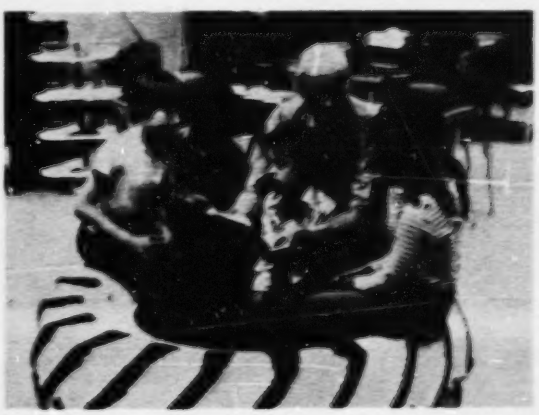
As students reach goals on their individual prescription activities, they receive certificates from the librarian with their pictures, and a free paperback book. Another motivational feature at McKinley includes a 4x6 foot pictorial chart outside each classroom door that illustrates accomplishments in the program.

The volunteers have played a significant role at McKinley in changing student and teacher outlooks. This library certificate program is an outgrowth of the volunteer effort, and student demand led to the establishment of a similar summer program. Previously uninterested and poor readers are voluntarily visiting the library and taking books home.

VOLUNTEERS AND SUPPLEMENTARY ACTIVITIES

Like the McKinley School, the Newark School District, Newark, Delaware has initiated a volunteer program. However, although this program does have volunteers working specified hours each week tutoring and working in the classrooms, its unique feature is a valuable back-up group of volunteers who are unable to spend time at the schools. Jack Cassidy, district reading supervisor, explains that these people have been organized to build reading "games" and make other instructional materials designed by the teachers for use in their classrooms. The district runs regular meetings and workshops for their at-home volunteers.

Another non-classroom use of volunteers has been taking place in San Diego, California at Wilson Junior High School. There, Jack Winter, who is in charge of the Right To Read program, reports that members of his PTA and Community Advisory Council have had "so much fun rating reading objectives that they are now moving in the area of general educational goals." But,



Jim Maxwell, McKinley School librarian, reads to interested students.

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most significantly, the program has fired up enthusiasm in the County Committee on Volunteers and the Volunteer Bureau in the district and the two groups are working on a publicity campaign "to let the community know of its educational problems related to reading and the necessity for a total county-wide commitment."

VOLUNTEERS AND PRESCHOOLERS

Another approach to the use of volunteers was initiated in Albuquerque, New Mexico in a Right To Read program at the LaLuz Elementary School. There is an active, enthusiastic group of volunteers working at the school, but an additional program was begun which called for volunteers to run a preschool home visiting program. Although the job grew to two full-time paid positions before the volunteers could be organized, the mechanics of the program could be applied to a totally volunteer program and consequently are worth noting.

Two home-visitors were selected from the eager mothers who had volunteered for the original program and were trained by the school to teach preschool skills. The purpose of home visitation was to encourage mothers to emulate the visitor's methods in teaching young children to cut, paste, color, recognize shapes and colors and become more aware of surroundings.

Mrs. Henrietta Sanchez, LaLuz School principal, reports that the selected four-year olds have blossomed and the mothers have praised the program. She adds that "so many mothers wanted to help their children, but said they didn't know what to do."

PEER TUTORING

Peer tutors can also play a valuable role in a volunteer program. At the Jefferson Elementary School in La Crosse, Wisconsin all 475 students – even first graders – participate in this type of program. Knowledge of a specific skill or story, not grades, is the qualifying factor for selection. "This," explains principal Mrs. Borghild Olson, "provides an opportunity for students who are not at the top of the class to get leadership experience." Since the pupils work individually on different material, a tutor one day will be a pupil the next day to learn a new skill.

RECRUITMENT OF VOLUNTEERS

In Parsons, Kansas, parents, local high school and college students, and Vietnam veterans in the Federal Career Opportunities program answered the pleas of McKinley for volunteers. For many of them, it was their first chance to become part of the school activity. In Newark and San Diego, students and adults alike are serving as volunteers.

But the big question asked of all these programs was "What method was most successful in recruiting these volunteers?" All the districts agreed – the best results were obtained through direct, personal approaches. Although stories in the media, letters and flyers to homes and community groups lend support to the recruitment effort, they do not motivate people to volunteer. Meetings with community groups, parents, and others prompted the fastest action. And, eventually, word-of-mouth of enthusiastic volunteers brought additional help from their friends.

USEFUL TOOLS

There are many sources of information that would be helpful in planning volunteer programs. Complete bibliographies of these sources are available from the National Center for Voluntary Action, 1625 Massachusetts Avenue, N.W., Washington, D.C. 20006 and in *Your Volunteer Program*, compiled by Project MOTIVATE, Des Moines Area Community College, Media Center, 2006 Ankeny Blvd., Ankeny, Iowa 50021 ($2.65 per copy).

***Handbook for the Volunteer Tutor*, compiled and edited by Sidney J. Rauch for the International Reading Association, would also be a helpful source of information for tutors. It is available from IRA, 6 Tyre Avenue, Newark, Delaware 19711 at $2.00 for members and $2.50 for nonmembers.**

For this issue, two community-based, adult education programs were selected as exemplary efforts to successfully reach and teach illiterate adults.

DENVER LIBRARY SITE DEVELOPS BILINGUAL APPROACH FOR ADULTS

With $60,000 from Right To Read and other funds from the Denver, Colorado Model Cities Program, the Right To Read center at the Denver Public Library is serving 170 adults, ages 16 to 65, mostly of Latin-American origin. The center operates in four library sites and in homes, providing a tutor service and classes to teach English as a foreign language.

It is the only effort in Denver aimed at helping adults who read below the fifth grade level, or who do not read at all. And, the library location provides a dual purpose, according to Cipriano Greigo, administrator. "People come to our offices in the library building for tutoring, and then we can introduce them to books and encourage them to borrow from the library."

Greigo explains that there were three major problems which the center faced at the outset: 1) many students spoke only Spanish, 2) there was a lack of bilingual materials available, and 3) there was also a need for strong bilingual experience from the advisors formulating the program. The program, however, seems to have overcome these handicaps.

First, although the program began with tutoring only, it was necessary to incorporate the teaching of English as a foreign language to deal with the large number of students who spoke only Spanish. Forty adults are now attending English classes and upon completion of this course will move into the tutoring system.

Secondly, to provide material appropriate for the students, the staff had to develop special culturally relevant, high-interest material in both English and Spanish for beginning readers by using the center's 3-M Sound Page System. Other materials used include the Hoffman Educational Series machines and material chosen because of a relevant phonetics section and a flexible, easy to use bilingual program. In the homes, material from the Educational Developmental Laboratories' Control Reader System, Tach-X and the Go Series are used. Since the center was unable to buy machines for these programs, the material is used manually. Students using Hoffman machines also use these materials as reinforcement exercises.

In addition to the assigned Right To Read technical assistants, the site enlisted the aid of several local educators with specialties in bilingual and bicultural instruction to help plan the program. Once the program was underway, however, it was not difficult to find tutors with a bilingual background. Today, of the 100 volunteers in the Denver program, almost half are bilingual and nearly 1/3 come from the Chicano population.

Tutor trainer, Darnell Thomas, who tutors two students is shown with Joseph Williams, who could barely write his name when he entered the Upgrade Program two years ago. March 1973 he graduated from Upgrade (attained fifth grade reading level) to the East Baton Rouge Parish Adult Education Program.

OPERATION UPGRADE WORKS FOR BATON ROUGE ADULTS

Operation Upgrade's Right To Read program in Baton Rouge, Louisiana, has more reading students than ever before in an individualized program that has been recognized state-wide as an example of concerted community action.

One of the program's centers, in East Baton Rouge Parish, has been able to nearly double its enrollment due primarily to two factors: 1) individualization of the program, and 2) relevant materials. In addition, the center also refers applicants to vocational rehabilitation services at the Department of Education and to community agencies for help with financial, health, or other problems.

Students and Tutors Most of the nearly 200 students are from the poverty-stricken, inner city areas, ninety-five percent are black, and four out of five are male. In contrast, the tutors and tutor coordinators are predominantly white, middle to upper middle-class, including students, lawyers, ex-teachers, engineers, wives of business and professional men. The gap in social and economical status has apparently not affected the success of the program – what seems to be the key is the enthusiasm of the students and tutors and the one-to-one relationship provided.

Tutors are trained at the centers and then, depending on transportation arrangements, tutor either at a center or in a student's home.

Materials The center uses the "Be Informed" books on house buying, job hunting, and other topics from the Laubach Literacy Series. Laubach and materials from the National Reading Center form the basic materials.

Testing Difficult A unique feature of the program is its lack of formal testing. Because the adult students, many non-readers, were frightened of tests, much testing and evaluation was done informally. Progress evaluations were based on work completed and on tutor and coordinator reports when tests could not be administered. Formalized tests were used where possible.

Community Support According to Program Director Mrs. Catherine Stevens, the program receives exemplary community support and boasts an active board of directors and advisory panel which includes judges, school board members, and Right To Read officials, as well as industry workers.

FROM WASHINGTON

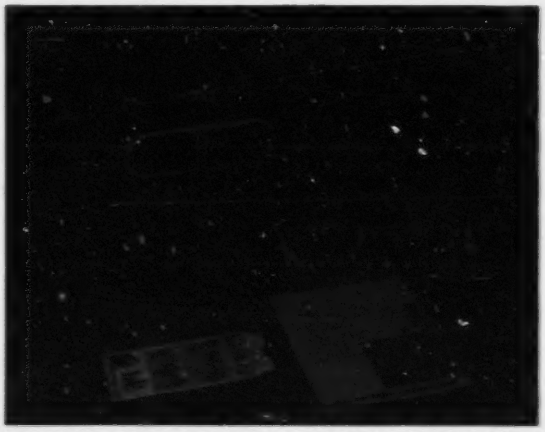
The National Right To Read Effort was established in 1970 as a coordinated endeavor to urge public, private, professional and non-professional segments of society to work toward the goal of ensuring that by 1980 ninety-nine percent of all people under 16 years of age and ninety percent of all those over 16 will possess and use literacy skills.

In addition to providing funds for 170 school-based and 70 community-based reading programs and 31 state education agencies, Right To Read to date also has sponsored special projects such as the development of curricular materials in Spanish for children in grades K-3, preparation of TV scripts for adult bilingual education, and the development of an assessing instrument for use by universities and colleges interested in evaluating teaching of reading programs.

In addition to money, Right To Read also provides technical assistance and materials to each of its funded programs. Forty-seven reading consultants, educational planners and community specialists, working in four teams, are located throughout the country. Special materials provided by Right To Read include a Needs Assessment Package, Program Planning Procedure Kit, Status and Reporting Center Kit, Assessment Scale, packaged descriptions of Validated Programs, and a special Guiderule. These materials are available for perusal from State Right To Read Coordinators.

FOR '74

- Right To Read has contracted with AIR (American Institute of Research) to *identify, validate and develop for distribution* components of successful reading programs, pre-school to adult. These packages would be distributed to school districts and communities as a new way of disseminating information about effective practices.
- A *mini-assessment of functional literacy* will be conducted by the National Assessment of Educational Progress under a grant from the Office of Education. Over 5200 seventeen-year olds will be included in the study. Data analyses are scheduled for completion during 1974-75 and are expected to yield results by region, size and type of community, sex, race and parental educational status.



Some of the materials prepared by the Right To Read Office for use in its funded programs: (top to bottom) Validated Program Information Capsule, Program Planning Kit, Guiderule, and Needs Assessment Kit.

- The *National Reading Center* was phased out and terminated in June 1973. Materials developed by the Center will be made available through the Government Printing Office.
- *Special reading projects*, a new type of demonstration project encouraging quality reading programs within an integrated setting, was begun for Fiscal 1974. Fifty-one school sites in 15 states were chosen. Only sites with a 20 to 50 percent minority enrollment were selected for the three-year grants, funded under the Emergency School Aid Act (ESAA). Planning and implementation, under the leadership of the principal, will involve a representative Unit Task Force and a varied selection of activities designed to take into consideration a diagnostic-prescriptive approach to remedial reading.
- Three *administrative seminars* will be conducted to provide principals and assistant principals in Right To Read demonstration programs with a variety of new or updated educational or administrative skills. Bank Street College in New York City will conduct seminars for the principals of the 51 ESAA Special Reading Project schools; George Washington University in Washington, D.C., will train administrators in 85 smaller cities and towns; and the National Elementary and Secondary School Principals Association, Arlington, Virginia, will train principals in the 21 large cities with Right To Read schools.

TWENTY MORE STATES JOIN R2R

Thirty-one states will be part of the Right To Read Effort in Fiscal '74. The 11 states that originally accepted as part of Right To Read have received funds for a second year and 20 new states have received grants on a first-time basis. Supplemental grants totaling $4.4 million were made available to the states to develop and implement a staff development model for Right To Read directors from selected school districts.

Specific responsibilities of the states under the grants include: 1) participation in the National Right To Read program for Right To Read directors, 2) selection of local educational agencies which are representative of the geographical location and student population of the state to participate in the program, 3) securing specified agreements between local school districts and the state education agency for participation, 4) preparing local school district Right To Read directors to participate in the program, and providing a minimum of 30 days of training for the selected local school district directors during the grant, and 5) evaluating the effectiveness of the program. (The federal Right To Read office will provide technical assistance and training to state officials).

STATE RIGHT TO READ COORDINATORS

Although not every state receives funds from Right To Read, every state except Hawaii has named a Right To Read Coordinator to serve as a liaison between the federal government and the state department of education. For information on the Right To Read Effort in your state, contact the appropriate coordinator. Each of these people may be reached through their state department of education.

*Alabama, Nelle C. Horne
*Alaska, Jean Harlow
*Arizona, Mary Jo Livia
Arkansas, Vernice Hubbard
*California, Leo Pacheco
*Colorado, Jane Lersh
Connecticut (NEC), Olive S. Wiles
*Delaware, Stanley P. Wenaman
Washington, D.C., James Gunnes
*Florida, Martha Cheek
*Georgia, Juanita N. Abernathy
Idaho, Marilyn L. Willardson
*Illinois, Valerie L. Dawkins
*Indiana, William B. Strange
Iowa, Edith Munro
Kansas, Wesley Pelton
*Kentucky, Joe Clark
*Louisiana, Lucille McDowell
Maine (NEC), Mollie Reynolds
Maryland, Richard Petre
Massachusetts (NEC), Margaret L. Dooley
*Michigan, Dwight R. Smith
*Minnesota, Hugh Schoenhoorster
Mississippi, Mary Ann Baird
Missouri, Richard L. King
Montana, Rita Brewster
Nebraska, Esther McNulty
Nevada, Georgia Hastings
New Hampshire (NEC), Mark Krissoff
*New Jersey, Elizabeth D. Schiller
New Mexico, Jane Gilbertine
*New York, Jane Algozzine
*North Carolina, Mary Pernell
North Dakota, Genevieve L. Bureh
*Ohio, Virginia M. Lloyd Kunkle
Oklahoma, June Gruber
*Oregon, Ninette Florence
*Pennsylvania, David T. Chestnut
Rhode Island (NEC), Donald R. Gardner, Jr.
South Carolina, Sue Cox
South Dakota, Del Carter
*Tennessee, Donald Wood
*Texas, Celeste Davis
Utah, Viola J. Manicke
*Vermont (NEC), Madge Boardman
Virginia, Bernard R. Taylor
*Washington, Lois H. Ruth
*West Virginia, Lorena A. Anderson
*Wisconsin, Marvin Klein
*Wyoming, Roxene Church

*Right To Read States
NEC – New England Right To Read Consortium

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The International Reading Association is a nonprofit professional association for teachers, administrators, librarians, psychologists, parents and others interested in the improvement of reading and reading instruction. It has 55,000 members and subscribers in over 70 countries.

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IRA REPORTS ON
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VOL. 1, NO. 2

A special report on the National Right To Read Effort published by the International Reading Association for education and community leaders interested in this important program.

Staff Development - a Priority in Reading

This bulletin is the second special report about the National Right To Read Effort, disseminated by the International Reading Association. Designed to provide information about promising practices in reading instruction, this issue focuses on successful programs in staff development. We invite you to reproduce this material. Additional information on any of the reading programs described may be obtained from the program directors listed as references. Information on the Right To Read Effort is available at Room 2131, 400 Maryland Ave., S.W., Washington, D.C. 20202.

A critical factor in the success of any reading program is staff development. The National Right To Read Effort sets staff development as a priority in its funded programs, stressing the importance of well-trained knowledgeable teachers who understand the reading program and who know how to teach it. The newest, most carefully prepared materials are generally worthless unless used under the direction of a competent teacher. Since many classroom teachers, particularly at the junior high and senior high levels, have had no previous experience or training in the fundamentals of teaching reading, an inservice training program is essential to a viable reading program. Such an inservice program will provide motivation for continued growth and understanding of the application of skills not only to the teaching of reading but to content area subjects as well.

Staff development must be a cooperative effort supported by all – administrators, teachers, specialists, volunteers – to insure the success of the program. A Task Force or Representative Committee can aid greatly in the planning and implementation of a staff development program. All programs must be structured to fit the needs of the local area and ample time must be allotted to set up these programs.

GOALS

Although the needs of each school or district are different and every program must be designed around those needs, there are some common concerns which should be goals for almost every program. The staff development program should aid those directly involved with the reading program and should include training in: 1) identification of individual needs of students and suggested strategies for meeting them; 2) restructuring the curriculum to accommodate the range of reading ability among students; 3) proper selection and use of a wide variety of instructional materials; 4) classroom management including grouping of students for effective teaching; 5) identifying reading competencies to be developed; 6) methods for the development of a) a balanced, effective use of word recognition skills, b) comprehension skills with emphasis on critical reading; 7) proper use of audio-visual equipment, library materials, and supplementary resources; 8) evaluation of pupil progress, pupil needs, and other phases of evaluation including understanding test data and tests; 9) building interest in and motivation for reading.

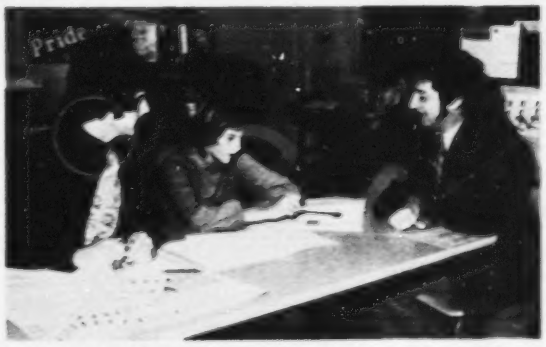
MAJOR APPROACHES TO STAFF DEVELOPMENT

In our interviews with various schools around the country, numerous inservice activities for staff development were identified. These included college extension courses, workshops on evenings or Saturday mornings or on released time, reading conferences sponsored by local IRA councils or universities, seminars sponsored by the target school, demonstration lessons by master teachers with a school or visiting specialist, classroom visitations within the target school or to reading centers at other schools, and consultant teams or school specialists who work directly with individual teachers or a group of teachers.

Most school systems use a combination of these various approaches, adapting procedures and techniques to fit their particular needs. In our interviews, we uncovered some highly effective techniques which we felt were worth highlighting because they are useful, successful approaches to staff development.

Teachers Training Teachers

Large City In Washington, D.C., a staff development program is in progress to provide some training for all the district's 7000 teachers. A core group of several hundred teachers have been trained to teach 3600 teachers in mini-labs in schools across the city. In turn, these 3600 teachers will work with colleagues in their schools to help train them in individualized instruction. Workshops on specific topics will be provided during



Phillip Yeaton (far right), reading specialist at Memorial Junior High School, Laconia, New Hampshire, observes a staff member working with a student.

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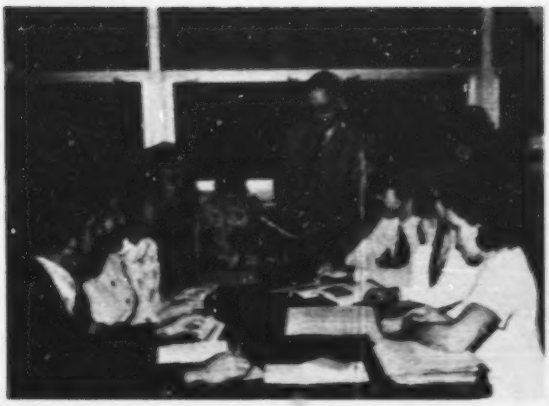

Martin Harwood, principal of Memorial Junior High School, Laconia, New Hampshire, lends enthusiastic support to the staff development program.

the year for those who did not receive the mini-lab training. The city's aim is to provide each school with teachers who have received training that will help them institute an individualized, interdisciplinary approach to reading.

Statewide Last year the Board of Education of Maryland established new certification standards which require that by 1975 new teachers in elementary and secondary English and social studies have 3 hours credit in the teaching of reading and that all present teachers acquire these credits before their certification is renewed. The State Board of Education also mandated that this new required training *not* be at the expense of the teachers.

The state set up workshop-type programs at the district level to satisfy the requirements for the 4000 to 6000 teachers who come up annually for renewal, many of whom would not or could not attend courses at colleges or universities. To date, 189 teachers have been trained as instructors to conduct reading workshops. They plan to reach 2650 classroom teachers through the 1973 school year. Most of the workshop instruction teams have included a teacher training professor, a reading instruction teacher, and an administrator, with the main emphasis in the practical aspects of new reading instruction methods. An additional aim of the program is to provide each school district with a person who can work to remediate severe reading problems.

Consultants in the Classroom

In most programs which use outside consultants, the consultant works with a group of teachers in a workshop. However, in the Madison County, Virginia schools, consultants from the University of Virginia work right in the classroom with the teachers in an "over the shoulder" approach to staff development. Each consultant works two days per week per school with teachers who have requested specific help or have no background procedures central to teaching reading.

Reading Specialists as Staff Trainers

At the Gilbert Park School, a Right To Read Site in Portland, Oregon, students and teacher visit a demonstration classroom manned by a reading specialist in order to put into action a pre-planned program to aid the teacher with specific problems or try new or unusual approaches to reading in a controlled setting. Administrators feel that this situation is more effective than just teacher workshops, as the specialist is able to spot problems that are developing in the classroom setting and can work toward specific solutions. Teacher-specialist planning and review conferences are a necessary part of this program.

On-the-job College Credit

For teachers in Wichita, Kansas, college credit can be obtained on-the-job as part of their staff development program. Wichita State University has moved its teacher training staff and extensively equipped reading laboratory into the Community Education Center in District #259 to work more closely with both student teachers and the regular Wichita Public School staff. Emergency School Assistance Act (ESAA) funds are being used to train 720 teachers in reading instruction. Teachers attending workshops sponsored by the Wichita State Public School Cooperative are eligible for six hours of college credit – three credits for diagnostic work and three credits for prescriptive procedures. The district's aim is to have a qualified reading teacher in each of its 29 secondary and 45 elementary schools.

Status and Reporting Center

A support mechanism developed in the staff development program at the Helen J. Neely Elementary School, Brook Park, Ohio is the Status and Reporting Center which contains all reading materials, games, and other materials for teachers, tutors and parents. It is organized in much the same manner as a learning center and staffed by a secretary who organizes, color-codes and coordinates all materials. In order to be more useful in filling teacher requests and in organizing materials, the paraprofessional secretary also attended all inservice sessions.

Evaluation via Films and Tapes

An important part of the staff development program for the Humboldt Elementary Attendance Center of the Unified School District #258 in Humboldt, Kansas is the use of open-ended classroom situation films which are rated and discussed by teachers. These ratings and teacher suggested actions for the film situations as well as video-taped scenes of Humboldt teachers interacting with pupils in their own classrooms then go to outside evaluators who rate both. Results are reported to teachers in periodic, staff-requested teacher-administrator conferences. Principal E. Gene Schulze points out that the program was devised to influence the rapport between the children and teachers who have an average of 25 years teaching experience, and to aid teachers in implementing individualized instruction.

In the Thornton Elementary School, in Thornton, Colorado, video-tape cameras are being installed in the classroom for the eventual purpose of supplementing classroom visitation as an evaluative tool. Principal Joseph Lukens hopes the system will provide classroom observation scenes without the extra pressure that often results from in-the-room observation.

AN EXEMPLARY PROGRAM

In our search for exemplary programs in staff development numerous programs were cited to us as outstanding with unique, innovative features worth disseminating. One such program at Memorial Junior High School in Laconia, New Hampshire attracted our atten-

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tion because it seemed to have all the key components working for it. The Task Force planned a comprehensive, well integrated inservice program, the administrators and staff were enthusiastic, ample planning time and additional pay were available to the staff, and the well-equipped, beautiful, two room, lakeside reading lab provided the right ingredients for a successful program. In an on-site visit we observed how these components worked together.

Briefly, the Task Force designed a program which included:

1. An orientation period of several months to assess student and teacher needs.
2. A plan for involvement and training of teachers and volunteers.
3. Strategies and activities to train personnel and involve specialists.
4. Facilities for in-depth reading studies and preparation of materials.
5. Opportunities a) for a variety of inservice programs, b) to visit other schools and reading conferences on released time, c) to integrate programs with the librarian, guidance counselor, specialists and other teachers, d) to work in a clinic experience program with a student under the guidance of the coordinator and others, e) to develop a prescription for improvement for the clinic student, and f) to develop a unit which could be integrated with the school curriculum.

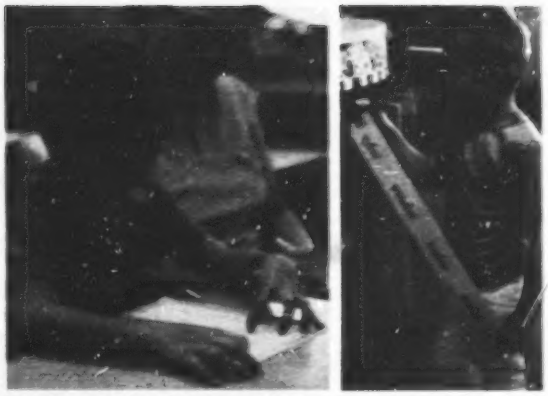
Inservice on Reading Fundamentals

The first inservice workshop was held for two weeks for 25 classroom teachers from Memorial Jr. High and local elementary schools. All received remuneration as did others working on outside time. The workshop was a general exploration into individualized instruction and included topics such as reading in the content areas. All topics were relevant to student needs at the junior high level and to the target program. Another 10 hours of in-depth study was held several months later. The staff continued weekly study programs on released time. They were also released to attend appropriate reading conferences, and the school hosted reading groups, area teachers, and out-of-state teachers for workshops. Free periods were used for staff planning.

Inservice for Content Areas

As a result of intensive reading clinic training in the content areas, seventh grade target teachers have initiated individualized prescriptive programs in heterogenously grouped science classes, replaced part of the ancient history material in social studies classes with a Career Exploration Study, and developed an integrated Language Arts program in place of traditionally taught English. Fifteen teachers, who were paid, participated in the clinic which totaled 70 hours and was held in the local district. Each participant was required to: tutor a student 2½ hours daily; write a prescription for the student which would emphasize reading in the content areas; and integrate the content reading skills. All tutoring was supervised by the reading coordinator. The participating teacher also attended 2½ hours of workshops and seminars daily.

Principal Martin Harwood of Memorial Junior High reports that the teachers are very enthusiastic about their inservice training in reading and the students seem to enjoy changes in the curriculum. The inservice program coupled with the well-equipped reading lab and skilled specialists which operate it have worked together to produce a highly successful, well integrated reading program at Memorial.



Learning to work with students in individualized instruction and helping them to work on their own is an important part of the staff development program at Humboldt Elementary Attendance Center, Humboldt, Kansas.

NEW STATE RIGHT TO READ COORDINATORS

In our last issue we included a complete list of State Right To Read Coordinators. The following changes should be made to that list. All of the following may be contacted through their state department of education.

ALABAMA	Rick McBride
ALASKA	Walter Featherly
CONNECTICUT	Martin C. Gotowola
ILLINOIS	Sue Steinhcur
INDIANA	Barbara Pashos
NEW HAMPSHIRE	Frank Brown
NEW JERSEY	James Swalm
RHODE ISLAND	Grace Glynn
TENNESSEE	Andrena Briney
NEW ENGLAND CONSORTIUM	Marion McGuire University of Rhode Island Kingston, Rhode Island

REFERENCES

The following are resource people for their reading programs. (Listed in order of appearance in the report).

Nell Lewis, Washington D.C. Public Schools, Washington, D.C. Tel. 202-737-0115.

Richard Petre, Maryland State Department of Education, Baltimore, Maryland. Tel. 301-796-8300.

Charlene Imhoff, Madison County Schools, Madison, Virginia. Tel. 703-948-4449.

Bruce Hamilton, Gilbert Park School, Portland, Oregon. Tel. 503-761-3300.

Barbara Rich, Helen J. Neely Elementary School, Brook Park, Ohio. Tel. 216-243-2524.

Lakme Coakley, Community Education Center, Wichita Public Schools, Wichita, Kansas. Tel. 316-268-7871.

E. Gene Schulze, Humboldt Attendance Center, Humboldt, Kansas. Tel. 316-473-2461.

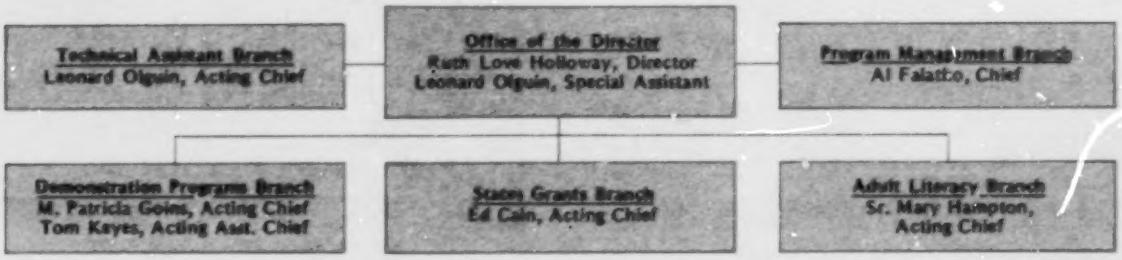
Joseph Lukens, Thornton Elementary School, Thornton, Colorado. Tel. 303-287-5533.

Phillip Yeaton, Memorial Junior High School, Laconia, New Hampshire. Tel. 603-524-4632.

The International Reading Association is a non-profit professional association for teachers, administrators, librarians, psychologists, parents and others interested in the improvement of reading and reading instruction. It has 55,000 members and subscribers in over 70 countries.

FROM WASHINGTON

RIGHT TO READ ORGANIZATIONAL STRUCTURE WITH EXPANSION OF TECHNICAL ASSISTANCE



STAFF:

Demo Branch	State Branch	Adult Literacy Branch	Technical Assistant Branch
Jeff Irons	Joseph Mocre	Doris Dew	Helen O'Leary
Mary Jean LeTendre	Bob Simons		
Barbara Little	Ed Smith		
Nilsa Sandin McAdams			
Kenneth Wood			

1) Office of the Director – provide overall leadership and coordination for Right To Read Effort, both internally and externally. Relate directly to branch chiefs and track activities of entire units. Coordinate Right To Read planning functions, dissemination, and visible image of Right To Read; report to public, through the Commissioner, the progress of Right To Read in meeting its goal.

2) Program Management Branch – is a small unit responsible for internal project work flow; responsible for all incoming proposals and output of materials to Grants and Contracts; serves as liaison to executive office and coordinates internal office matters of personnel, processing, etc. It is the responsible agent for program budget and salaries and expenses.

3) State Grants Branch – assumes responsibility for negotiating and funding State Education Agency (SEA) proposals from existing (31) and ultimately all states. Mobilizes state organizations and associations in adopting Right To Read and installing broad based projects; provides leadership to states in coordinating resources for reading, preschool through adult, and trains state technical assistants; serves as liaison with Regional Offices of Education.

4) Technical Assistant Branch – permanent structure with staff on a one and two year rotation. It is responsible for teacher education programs, national assessment of reading, cross bureau coordination in concert with director, coordination of program validation and development of mechanisms for research translation; provides mini grants for national impact or multiplier effect activities; monitors special projects and serves as liaison for evaluation to Office of Planning, Budget and Evaluation.

5) Demonstration Program Branch – is responsible for all demonstration efforts in Local Education Agencies (LEA) and prepares materials and strategies for their use on state or national level. Establishes and monitors school-based projects, coordinates special reading projects (ESAA), works with field technical assistants in helping LEA's plan and implement demonstration programs, and serves as liaison with field technical assistants.

6) Adult Literacy Branch – this is proposed as a new branch designed to coordinate community-based demonstration projects and prepare findings for use by SEAs; serve as liaison to private sector and provide technical assistance to business, industry, volunteer organizations, etc., in establishing on-the-job literacy programs as well as after work adult academies; serve as liaison to the National Reading Council and its executive staff; and work with OE's adult basic education staff in providing assistance to state and local ABE projects.

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IRA REPORTS ON
THE RIGHT TO READ EFFORT

VOL. 1, NO. 4

A special report on the National Right To Read Effort published by the International Reading Association for education and community leaders interested in this important program.

Motivation—a Key Factor in Learning to Read

In this fourth special report on Right To Read, published by the International Reading Association, we explore motivation for learning and examine briefly some methods and techniques which are being used in parts of the nation to help students become interested in learning to read. We invite you to reproduce this material. Additional information about reading programs described may be obtained from the program directors listed as resource persons. Information on the Right To Read Effort is available at Room 2131, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

SOME BASICS ABOUT MOTIVATION

Motivating a disinterested or discouraged human being to apply his latent talents and abilities to the demanding task of learning to read is a challenge that has confronted every schoolmaster since education moved from the home into the schoolroom. Our look at promising practices in various schools has uncovered some elements that seem to be basic to successful student motivation.

* There is no substitute for an enthusiastic, dedicated classroom teacher who is motivated to help students learn to the limit of their capabilities. Such teachers know and care for their students and welcome methods that may help them reach and teach all the individuals in a classroom.

* Students must be free from hunger, worry, and physical problems common to poverty if they are to be expected to respond to learning stimuli.

* Success should be experienced by each student as frequently as possible. "Nothing succeeds like success" is as applicable in education as in any other field. Children who taste success are more willing to try for additional achievement.

* Each student should be valued as an individual. Teachers should be able to make a student feel that his needs are understood and that his progress is important.

SETTING THE STAGE FOR LEARNING

In many cities and rural areas, children from families enmeshed in the overwhelming problems of poverty come to school hungry. In addition, their poverty may be compounded by language and cultural differences, illiteracy, or illness; and they may be distracted by worry.

Many of the schools these children attend have found that hunger and worry are stiff competitors for student attention and have instituted programs to help meet the basic needs of students in order to free their minds for classroom work.

In Springfield, Massachusetts, the Jefferson and Lincoln Avenue Elementary Schools have supplemented the Federal Free Lunch Program with privately funded breakfasts to give children a good daily start. In Crystal City, Texas, a federally supported breakfast and lunch program was instituted, and the school even provides supper for some students. The supper program began when staff members discovered that many youngsters who had come to evening tutorial and recreational sessions were inadequately fed.

These schools also work closely with community support agencies to help identify and secure services to upgrade the family life of a student. Day care, health services, family counseling, and other vital assistance is located for families in need. Special aid is also offered to families with language or cultural differences that sometimes interfere with effective communication.

Administrators report that since meals have been provided and schools and community support agencies have been working together, attendance has increased and so have the alertness and attentiveness of students. They also report that student attitudes are more positive now that they are not encumbered by hunger or physical problems when they try to learn.

Reading is fun in relaxed, cozy corners at the Lincoln Nongraded Model School in Staples, Minnesota.

This student at Casady Elementary School, Des Moines, Iowa, displays her reading certificates and new paperback books, which she earned reading six books.

WHEN MOTIVATION BEGINS

Even after some basic or physical needs have been satisfied, many teachers face youngsters whose curiosity and drive to learn have been dulled by past lack of success within traditional educational frameworks. Other students are "turned off" or simply bored by formal education. Many more seem to be waiting to be inspired.

Efforts to sweeten the work of learning to read and develop a lifelong interest in books has involved techniques that vary from material rewards for effort to all-out changes in school organization and environment.

Rewards for Effort and Success

Selected classes in three Atlanta, Georgia elementary schools are involved in the district's experimental Project Success Environment. This Title III funded program applies a basic concept of motivation – using external motivation, then moving to self-motivation. At first, student cooperation and achievement are awarded with a trinket or toy. Later, opportunities for classroom responsibility or admission to a coveted and well-equipped game room are the "prizes." The eventual aim is to use academic success as a motivator and eliminate the need for material rewards.

In the November issue of *American Education*, the district reported that not only are the classes in the project less disruptive, but they are more work-oriented than regular classes. More importantly, their reading gain doubled compared to non-project classes.

Atlanta's program functions so that only desirable student behavior receives attention and old habits of disrupting the class fail to gain teachers' attention. Students soon adopt desirable habits to earn rewards. Praise and rewards for academic success follow because each child is given work at a level at which he can succeed. Many have experienced real success for the first time. Teachers constantly evaluate student work and choose individualized assignments from standard curriculum and programmed materials to reinforce the success while teaching new skills.

Trips are Motivating Experiences

The teachers in the Lincoln and Jefferson Avenue Schools in Springfield, Massachusetts, use the money from cake sales they run during the year to take children on special trips to motivate interest in school and stimulate an interest in the world outside the school neighborhood. Students have visited the circus and special science shows and attended movies with their teachers.

Rewards for Learning Through Games

The Lincoln Nongraded Model School in Staples, Minnesota, uses games, among other techniques, to urge children to read. Principal Donald Droubie says that gifts and prizes are awarded to spur students to participate in staff-designed group reading games "in which everyone can win." He says one popular reading activity at Lincoln is a "word auction" in which youngsters identify words from clues to earn credit toward prizes. "Read-a-thons" also offer opportunities for recognition for reading achievement to students at all levels.

Reading Success Earns Books

In Des Moines, Iowa, students at Casady Elementary School are given a big ego-boost when they have read and reported on six books – a free paperback book with an accompanying certificate. Children are extremely proud of their accumulated gift books and achievement certificates which are signed by a district official and embellished with a polaroid shot of the smiling child.

Project Director Mrs. Val Near says that the reading mood at Casady has changed from one of disinterest to one of anticipation. Students "can't wait" to earn their next visit to the gift book room and actually look forward to more successful reading, she says.

The Casady program also provides some extra motivation by admitting a child to a special Reward Activity Room when he has read 12 books. There he may select and assemble a free gift kit to take home in addition to his paperback book.

Even parents get gifts at Casady. If they attend school meetings, they are given commercial games such as Scrabble to be taken home and used by the family.

INDIVIDUALIZATION PROVIDES MOTIVATION

In many schools the change to greater individualization has served as a motivating force. Since a number of these programs are relatively new, the observer might question whether the new material and changes in the classroom environment are the motivating factors or whether it is just the newness of the program which provides the impetus to learn to read. This is a valid concern and continuous evaluation takes place in many of the schools to determine the true motivating factors. Most of the schools we interviewed, however, stated that they anticipate lasting motivational effects because of changes in the curriculum and classroom organization.

A student is aided in making a belt in the Reward Activity Room at Casady Elementary School.

New Materials and Reading Programs

Apathy had afflicted the students in the Broadus Elementary School in Broadus, Montana, but reading specialist David Watson feels that the instructional change and individualized reading material provided by the new Right To Read funded reading laboratory has developed what will become a lasting excitement about reading at Broadus.

Students in fourth to sixth grade are given the responsibility for their attendance at the reading lab and for completing their individual assignments in place of attendance at regular reading classes.

Reading corners and big boxes provide students with snug areas in each classroom for private reading. A larger, carpeted and pillowed area near the media center is designed to allow "normal" (for children) reading positions. This area is so heavily used that it is being expanded.

Motivation in Open Space Situations

Today's open space concept schools are reported to offer many opportunities to motivate youngsters. Individual attention, freedom of movement, and material geared to capitalize on student interests can draw youngsters to specific areas of interest and encourage reading.

In the East Windsor School District in New Jersey, and in the Lincoln Non-Graded School in Wausau, Wisconsin, students are learning with enthusiasm in large, open areas designed and outfitted to serve individual learning needs. Both schools feature centrally located Instructional Media Centers, and also provide stacks of books for each learning area so students can have ready access to reading material with a minimum of red tape.

The flexibility of open space design allows teachers to establish subject-centered complexes that can serve more than one learning level and enable slow and faster learners to work side-by-side on appropriate level material.

THE GRAB BAG

While we have not been able to touch on all possible motivating practices, there are several "quickie" motivational ideas which we would like to share.

Students Create Books

Pictured are two of the recording environments which provide the atmosphere for students to dictate original stories into a tape recorder at the Independent School District #1, Lewiston, Idaho. The stories are typed in primer type and returned to the student the next day to become part of a personal reader. "Study buddies" help beginners by reading the personal collections aloud until youngsters make the word connection. The program is called "Communication Skills Through Authorship" and encourages self-discovery of the written word.

Cereal Boxes on Lunch Tables

Dr. E. Gene Schulze, of the Humboldt Elementary Attendance Center, Humboldt, Kansas, likes reading material everywhere in his school. He even puts cereal boxes covered with student interest material and stuffed with "free-take-one" puzzles on the cafeteria tables. His premise is that everyone reads automatically while eating if provided with reading material.

Junk Inspires Creativity

Low ability students at Memorial Junior High School in Laconia, New Hampshire, recently turned out what their teacher has termed their best creative writing – all because of a kitchen drawer full of junk. The teacher contributed the junk, and the students created designs on paper using selected items from the drawer. The designs were laid on photo print paper and exposed. The resulting print was the stimulus around which the students spun their tales.

Listening Grandparents

Senior citizens in a LaCrosse, Wisconsin High Rise Community for the Elderly look forward to after-school visits from students at the nearby Jefferson Elementary School. The students visit the elderly community members for a sharing time during which the "listening grandparents" hear the children read, and often return the favor by reading aloud to the youngsters. Deep bonds have developed between the adults and children, according to Principal Borghild Olsen, and neither child nor adult wants to miss a session.

Silence! We're Reading!

Daily 20-minute periods of uninterrupted reading for everyone in the school – custodians, teachers, secretaries, and principal – have been established in many schools. In a particularly successful reading period at the McKinley School in Parsons, Kansas, youngsters took the exercise so seriously that a visiting consultant was admonished for checking on the effectiveness of the program when she should have been reading with everyone else! These periods of reading for pleasure have helped children choose and browse through material they might otherwise overlook.

RESOURCE PERSONS

The following may be contacted for information concerning their programs:

John J. O'Malley, Principal, Lincoln and Jefferson Ave. Schools, Springfield Public School System, Springfield, Mass. Tel. 413-732-2018

Anne W. Bronner, Director, Comprehensive Instruction Program, Atlanta Public Schools, Instructional Services Center, 2930 Forrest Hill Drive, S.W. Atlanta, Georgia, 30315. Tel. 404-761-5411

Val Near, Director, Right To Read Program at Casady Elementary School, 1801 16th St., Des Moines, Iowa, Tel. 515-282-8574

Donald Droubie, Principal, Lincoln Nongraded School, Staples, Minnesota. Tel. 218-894-2430.

James Black, Program Analyst, East Windsor Regional School District, Stockton St., Hightstown, N.J. 08520

Arlon E. Parkin, Principal, Wausau District Public Schools, Lincoln Elementary School, 720 S. 6th Ave., Wausau, Wisconsin. 54401. Tel. 715-842-4668.

David Watson, Reading Specialist, Broadus Elementary School, Broadus, Montana. Tel. 406-436-2552

Roger Adams, Principal, Whitman Elementary School, Independent School District No. 1, Lewiston, Idaho, Tel. 208-746-2337

E. Gene Schulze, Humboldt Attendance Center, Unified School District No. 258, Humboldt, Kansas. Tel. 316-473-2461

Margaret Newbanks, Principal, McKinley Elementary School, Parsons District Schools, Parsons, Kansas. Tel. 316-421-3540

William Moulton, Teacher, Memorial Junior High School, Laconia, New Hampshire, Tel. 603-524-4632

Borghild Olson, Principal, LaCrosse Elementary School, LaCrosse Area Public Schools, 5th and Cass Streets, La Crosse, Wisconsin, 54601. Tel. 608-784-2494

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The International Reading Association is a non-profit professional association for teachers, administrators, librarians, psychologists, parents and others interested in the improvement of reading and reading instruction. It has 55,000 members and subscribers in over 70 countries. Membership information is available from IRA at Six Tyre Avenue, Newark, Delaware 19711.

FROM WASHINGTON

In a report on motivation it is essential to discuss the project directors and the critical role they play in making a program work.

At the second annual Right To Read Conference, held in December in Washington, D.C., our Right To Read reporters had the opportunity to meet both formally and informally with a broad cross section of project directors, observing them in meetings and workshops and talking with them during coffee breaks and on elevators. The one thing that impressed us most was the enthusiasm and dedication of these professionals. They rarely stop talking about their program — even though you wish they would sometimes. None of them is a mere 30, 40, or 50 hour a week employee.

Another observation gleaned from two days with this energetic group was their eagerness to swap ideas and discuss problems with their counterparts across the country. Everyone was open to new and effective approaches and was also quite willing to share successful practices with colleagues. This exchange of information also seemed to provide inspiration and motivation, particularly to those who had received little feedback on some of their "unusual" approaches and were now receiving praise for their innovations from their colleagues.

The point of all this is really to emphasize that 1) whoever directs a reading program must believe in it and instill enthusiasm in the teachers and students he works with. (He who is motivated makes the best possible motivator.) And, 2) that an important motivational technique, even for the most enthusiastic of teachers, can be good down-to-earth workshops and "rap" sessions with people who share similar problems.

Dr. Ruth Love Holloway, director of the Right To Read, addresses conferees. Julie Nixon Eisenhower and Secretary of HEW Casper Weinberger also spoke.

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IRA REPORTS ON

THE RIGHT TO READ EFFORT

MAY 1973

A special report on the National Right To Read Effort published by the International Reading Association for its members and others interested in this important program.

In his now famous speech to the National Association of State Boards of Education in Chicago, September 23, 1969, the late Dr. James E. Allen, Jr., who was then U.S. commissioner of education, pointed out that one out of every four students nationwide has "significant reading deficiencies"; that in large cities, "up to half of the students read below expectation"; that there are "more than three million illiterates in our adult population"; that about half of unemployed youth are "functionally illiterate"; and that three-quarters of juvenile offenders in New York City are "two or more years retarded in reading."

He then proclaimed, "We should immediately set for ourselves the goal of assuring that *by the end of the 1970's* the *right to read shall be a reality for all* – that no one shall be leaving our schools without the skill and the desire necessary to read to the full limits of his capability."

Dr. Allen's speech was one of several significant events which served as an impetus for the establishment of "The Right To Read Effort" in 1970. From its beginning, the Right To Read was designed as a coordinated endeavor of all segments of the society, public and private, professional and non-professional, working toward one common goal – to ensure that by 1980 ninety-nine percent of all people under 16 years of age living in the United States and ninety percent of all those over 16 will possess and use literacy skills. Right To Read defines functional literacy as possession and employment of reading skills which enable an individual to benefit from the options American society has to offer.

The Right To Read Effort became a demonstratable reality in 1972 under the administration of Dr. Sidney P. Marland, Jr., then U.S. commissioner of education, and now the assistant secretary for education, when funding began for programs in schools and communities across the nation.

BASIC PRINCIPLES

Right To Read operates under some basic principles which make it a people-oriented effort rather than a process-centered program: 1) with the exception of the one percent of our population which is considered uneducable, all people can learn to read if they are given materials designed to meet their needs; 2) teachers will adopt effective methods if they are provided with a viable and challenging program within which to work; and 3) the United States now has the resources, research, human and financial power to cope with the reading crisis.

In pursuing these goals and acting upon these principles, the Right To Read provides a delivery system which consists of information, technical assistance, and money.

SCHOOL- AND COMMUNITY-BASED PROGRAMS

Right To Read is presently funding two types of demonstration programs: school-based and community-based. In establishing these 244 centers, the goal for each selected site was to plan the best possible program for its unique needs, using the materials, information, and assistance furnished by Right To Read.

In each site, a representative Unit Task Force is responsible for the planning and successful implementation of the Right To Read program. Each program stresses parental and community involvement and the increased use of community resources. Emphasis is also placed on the use of diagnostic-prescriptive and individualized instruction utilizing multiple reading methods.

Another important focus is on the development of existing staff, rather than on the employment of new personnel. The aim is to train current staff so that an effective reading program will continue beyond the receipt of federal dollars.

Serving over 100,000 students, the 170 school-based sites are designated in one of four categories:

- A *transition site* is without substantial federal funds earmarked for reading improvement but is

Ruth Love Holloway, director of Right To Read, visits a school-based site in Highland Park, Michigan.

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FROM WASHINGTON

WHO'S WHO IN THE RIGHT TO READ

Headed by Dr. Ruth Love Holloway, former chief of the Bureau of Compensatory Education of the California State Department of Education, the Right To Read Office has a staff of 14. Reuben Burton is deputy director and Edward Bispo, special assistant to Dr. Holloway.

Mr. Burton serves as unit head for the administration of grants to school- and community-based sites and state education agencies. In his department are education program specialists Patricia Goins and Robert Simons, who handle state grants, and Becky Calkins, Doris Dew, Tom Keyes, Mary Jean LeTendre and Ken Wood, who are responsible for school- and community-based sites.

Mr. Bispo oversees Special Projects and the new Emergency School Aid Act grants.

Technical assistants in the Right To Read Office are Sister Mary Hampton, Leonard Olquin, and Dorothy Ross.

In addition to the above responsibilities each of these people has task force team assignments which include such activities as cross bureau coordination, planning and evaluation, dissemination, validation, coordination of special programs, and communication with professional organizations.

Examining materials used in a Right To Read site are: (standing) Becky Calkins, Tom Keyes, Doris Dew, Ken Wood; (sitting) Dorothy Ross, Mary Jean LeTendre, Leonard Lucas, and Sister Mary Hampton.

Dr. Holloway discusses plans for Fiscal 1974 with Edward Bispo, Reuben Burton, and Leonard Olquin.

(l. to r.) Pat Goins, Reuben Burton, and Bob Simons discuss grants to state education agencies.

(continued from page 1)

willing to make the transition from existing ineffective reading programs to effective ones.

- A *redirection site* does have substantial federal funds, however, it still has an ineffective reading program and needs to use resources differently.
- An *expansion site* has promising practices related to the teaching of reading and has students achieving in the second and third quartiles instead of the lowest quartile, as the students in the first two types of sites.
- An *impact site* has an exemplary program which can serve as a demonstration model regarding the application of reading methods, sound management, use of the diagnostic/prescriptive approach, and involvement of the community in its program. Impact sites are located in 21 large cities – two or more schools per site.

The 74 community-based programs, with over 20,000 students, are directed toward the out-of-school adolescent population, young adults and older adults who are in need of reading help. These programs are much more diverse in type of location, population, and program intent and are situated in locations such as prisons, community colleges, inner cities, and Indian reservations.

RIGHT TO READ STATES

Right To Read is in the process of providing second year funding to its eleven Right To Read States (California, Georgia, Florida, Kentucky, Minnesota, New York, Pennsylvania, Ohio, North Carolina, Vermont, and Texas). These states have signed an Office of Education/State Education Agency Agreement to plan and implement a state-wide reading improvement program involving every school district in the state. A Right To Read Coordinator has been named from each state to implement the agreement.

Additional states are proposed for Fiscal Year 1973. Applications have been reviewed and final selections are being made. It is anticipated that all state education agencies will be included as Right To Read states by Fiscal Year 1974.

SPECIAL PROJECTS

A number of special projects are also funded by Right To Read. These have broad implications for education and embrace the concept of a multiplier effect. Some of the recent ones include: development of curricular materials in Spanish for children from grades K-3, preparation of TV scripts for adult bilingual education, establishment of a reading program for children using TV as the instructional medium, and development of an assessing instrument for use in universities and colleges interested in evaluating teaching-of-reading programs.

TECHNICAL ASSISTANCE

The Right To Read Effort believes that it is imperative to offer federal aid for technical, as well as

financial, assistance. Therefore, the Office of Education is working with 47 reading consultants, educational planners, and community specialists which make up four institutional teams based at Ball State University, Muncie, Indiana; Our Lady of the Lake College, San Antonio, Texas; City College of New York, New York; and the University of Georgia, Athens, Georgia, to provide technical assistance to Right To Read programs.

EMERGENCY SCHOOL AID ACT

Special reading programs provided for by the new Emergency School Aid Act will provide funds for quality reading programs within an integrated setting. Chief criteria for eligibility are the percentage of minority children enrolled in the site and acceptability of the school district's desegregation program.

Fact sheets were sent to 18,000 school districts announcing the grants. Deadline for application was March 31 and notification of grants will be forthcoming.

MATERIALS DEVELOPMENT AND DISSEMINATION

Special materials were developed to aid Right To Read sites in assessing their needs; setting objectives; planning, developing, monitoring, and evaluating their program. Information regarding these materials may be obtained by contacting any State Right To Read Coordinator (see list on page 4).

- The *Needs Assessment Package*: Step-by-step instructions for gathering data on student achievement, faculty skills and training needs, and information on basic approaches to reading and available materials.
- The *Program Planning Procedure Kit*: Charts plus definition and objective cards which lead education decision makers through 11 essential planning steps.
- The *Status and Reporting Center Kit:* Charts designed to illustrate the progress of the project, highlight future decision points, and keep track of responsibilities. Kit provides for the self-monitoring of every aspect of the individual site's program and is made available to each grantee.
- The *Assessment Scale:* Designed for use in examining a reading program, the scale can be used to assist communities in developing reading instruction programs that meet the needs of learners within the communities, permit self evaluation of reading programs, and provide a basis for the development of criteria for program approval.
- Description of *Validated Programs* (Information Capsules): Five effective reading programs in actual operation are presented in packaged form through an overview using charts, sample materials, tapes, and filmstrips. Grantees choose one of these programs to replicate in part or completely. Materials include the process for implementing a program as

Some of the materials prepared by the Right To Read Office for use in its funded programs: (top to bottom) Validated Program Information Capsule, Program Planning Kit, Guiderule, and Needs Assessment Kit.

well as descriptive information. Specific information may also be obtained directly from the model sites:

- The *Guiderule*: Sliderule giving summary data on each of the five model programs.

VALIDATION OF PROGRAMS

An important thrust of future Right To Read activity will be the identification, validation, dissemination, and replication of successful reading programs. At present, the office is attempting to identify and develop the components of successful school-based and community-based programs and package these components for distribution to other school districts and communities.

FEDERAL AND NON-FEDERAL COORDINATION

- Within the Office of Education, **cross bureau coordination** was established to facilitate planning between the various reading and reading-related programs and the Right To Read Office. The objective of cross bureau coordination is to introduce and apply Right To Read strategies and techniques to reading programs funded by the nine OE Bureaus and to institute periodic reporting to Right To Read on these activities. Monthly reports are made directly to the Secretary of Health, Education, and Welfare.
- In addition, incorporation of Right To Read resources and concepts is being pursued via **intra-agency coordination**, such as Department of Defense dependent schools.
- A joint plan of action developed by **Reading Is Fundamental** for use in Right To Read projects was initiated in 16 sites this year with 50 other programs scheduled to begin soon. RIF has been generating community involvement and other resources in the Right To Read program.

• The **National Reading Center's** responsibilities involve the solicitation of the involvement of the private sector in the National Right To Read Effort. A planning task force has been established to evaluate the work of the center and a preliminary operational blueprint has been developed to assure increased private sector involvement in the Right To Read Effort.

• Of the 45 **professional organizations** which have been informed about the Right To Read Effort, 25 whose goals relate most directly to the goals of Right To Read are in regular contact. Two of the most actively involved have been the International Reading Association and the American Library Association.

FUTURE DIRECTIONS

With the projections for a limited budget, the National Right To Read Effort must strengthen its existing programs and initiate only those efforts which have long term implications. Accordingly, in Fiscal Year 1974, Right To Read will place emphasis on the following efforts which will have a multiplier effect and broad implications for reading:

• Initiation of seminars for school administrators.
• Increased state education agency utilization of Right To Read concepts, materials, and processes, and increased training of state technical assistants.
• Validation of effective programs and promising practices and dissemination and installation of these successful efforts.
• Improvement of existing demonstration school- and community-based program and preparation for selecting additional impact sites which meet criteria for exemplary reading programs.
• Initiation of limited demonstration programs in schools of education.
• Implementation of Right To Read integrated demonstration programs.
• Coordination among Office of Education bureaus and agencies.
• Expansion of systematic assessment and evaluation of all programs and grantees.
• Increased mobilization of the private sector.
• Initiation of Adult "Sesame Street."

STATE RIGHT TO READ COORDINATORS

Although only eleven states receive funds from Right To Read, every state except Hawaii has named a Right To Read Coordinator to serve as a liaison between the federal government and the state department of education. For information on the Right To Read Effort in your state, contact the appropriate coordinator. Each of these people may be reached through their state department of education.

ALABAMA	Nelle C. Haine
ALASKA	Joan Harlow
ARIZONA	Mary Jo Livix
ARKANSAS	Vernice Hubbard
CALIFORNIA	Les Pacheco
COLORADO	Jane Larsh
CONNECTICUT	Olive S. Niles
DELAWARE	Stanley P. Weissman
DISTRICT OF COLUMBIA	James Guines
FLORIDA	Martha Cheek
GEORGIA	Juanita N. Abernathy
IDAHO	Marlyn L. Williamson
ILLINOIS	Valerie J. Downes
INDIANA	William B. Strange
IOWA	Edith Munro
KANSAS	Wesley Peisue
KENTUCKY	Joe Clark
LOUISIANA	Lucille McDowell
MAINE	Mollie Reynolds
MARYLAND	Mildred L. Sowers
MASSACHUSETTS	Margaret L. Droney
MICHIGAN	Dwight R. Smith
MINNESOTA	Hugh Schoephoerster
MISSISSIPPI	Mary Ann Baird
MISSOURI	Richard L. King
MONTANA	State Right To Read Coordinator
NEBRASKA	Esther McNulty
NEVADA	Georgia Hastings
NEW HAMPSHIRE	Mark Kristoff
NEW JERSEY	Elizabeth D. Schiller
NEW MEXICO	Jane Gillentine
NEW YORK	Jane Algozzine
NORTH CAROLINA	Mary Pernell
NORTH DAKOTA	Genevieve L. Buresh
OHIO	Virginia M. Lloyd Kunkle
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SOUTH CAROLINA	Sue Cox
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TEXAS	Celesta Davis
UTAH	Viola J. Hancock
VERMONT	Madge Boardman
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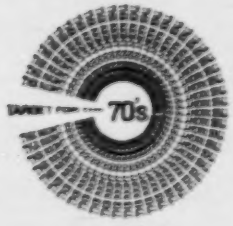

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But better still, why not join IRA and receive the many professional benefits offered by the major professional association for those interested in the improvement of reading instruction. Information on membership is available in the IRA Booth in the main lobby of Currigan Hall.

I am not an IRA member, but would like to receive information on the Right To Read Effort.

NAME _____

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If you think your principal would also be interested in receiving future information, fill in his name and address below.

PRINCIPAL'S NAME _____

SCHOOL _____

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Return this coupon to the IRA Booth or mail it to the International Reading Association, Department JB1, Six Tyre Avenue, Newark, Delaware 19711.